

The Single Plan for Student Achievement Schoolwide Title I Program

San Miguel Elementary

County-District School (CDS) Code: 3768205-6038665

Principal: Norma Sandoval

The Single Plan for Student Achievement (SPSA) is a schoolwide plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs, and how you may become involved locally, please contact the following person:

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District: Lemon Grove Elementary School District



The School Site Council approved this revision of the SPSA on Mon. Feb. 7, 2017

The District Governing Board approved this revision on March 14, 2017

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Note: Goals 1 and 3 are aligned with the district Local Control Accountability Plan

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Form A: Planned Improvements in Student Performance

The use of data to determine student performance: Student performance goals are based upon available annual tests that are normed to a national average. When such tests are unavailable, San Miguel will use district benchmarks, grade level agreed-upon assessments, and other measures (CELDT, IEP goals, etc.).

Stakeholders involved in School Plan Decisions:

The School Site Council, San Miguel Faculty, staff, and parent groups discussed and analyzed the academic performance of all student groups. From this data, they designed performance goals for all students at all grades in English Language Arts and Math. In addition, they designed school environment and facilities goals that indirectly support student achievement and align with the local Control Accountability Plan designed by the Lemon Grove School District.

Student Academic Achievement Goals: 1a, 1b and 1c:

Using beginning of the year assessment results, stakeholders designed performance goals for all students at all grades in English Language Arts, Math and English Language Development. In addition, our stakeholders want growth for targeted subgroups (ELs, Hispanics, African American Students, and low SES students) that exceeds that of the school population so that achievement gaps decrease. As a result, the San Miguel School Site Council adopted three student performance goals, one student engagement/safety goal, and one family engagement goal.

Student and Parent Engagement Goals 3a and 3b:

Using stakeholder input, data from parent and student surveys, and the requirements of the newly adopted common core standards and Smarter-Balanced tests, School Site Council designed goals for and school climate that are also included in this school plan.

Goal 1a: Student Achievement in English Language Arts

LEA Goal: The percentage of students, including all subgroups, who are proficient in English Language Arts will increase by 3% on the Blue Summative Inspect Assessment for grade K-2 and CAASPP for grade 3-8.

School Goals: Multiple Measures

Kindergarden-2nd Grade: During the 2016-2017 school year, San Miguel will attain at least 2 out of 3 of the following goals:

1. The percentage of students, including all subgroups, who are proficient in English Language Arts, will increase by 3% on the Blue Summative Inspect Assessment.
2. 60% of all students in Kinder and 1st grade will increase their running record score by three levels in Kindergarten and 11 levels in 1st grade.
3. The percentage of students, including all subgroups, who are proficient in English Language Arts, will increase their Early Scholastic Reading Entry test by 10%.

3rd-6th Grade: During the 2016-2017 school year, San Miguel will attain at least 2 out of 3 of the following goals:

1. The percentage of students, including all subgroups, who are proficient in English Language Arts, will increase by 3% on the Pink Inspect benchmark Assessment.
2. The percentage of students, including all subgroups, who are proficient in English Language Arts, will increase by 3% on the CAASPP.
3. Student Lexile numbers will grow 100 points during the 2015-2016 school year as measured by the Scholastic Reading Inventory.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<p>K-1 students:</p> <ul style="list-style-type: none"> ❖ Blue Summative Assessments Spring 2015 ❖ Running Record Assessments Fall 2016 ❖ Scholastic Early Literacy Tests K-1 Fall 2016 <p>2nd-6th</p> <ul style="list-style-type: none"> ❖ Pink Summative Assessments Spring 2016 ❖ CAASPP Assessment Spring 2016 ❖ Scholastic Reading Inventory and Scholastic Phonics Inventory Assessment Spring 2016 	<p>Kinder and 1st Grade:</p> <ul style="list-style-type: none"> ❖ Running Record Assessments: Entry Level in K: A Entry Level in 1st: 3 ❖ Scholastic Early Literacy Assessment: 1st Grade: 23 students at grade level 2nd Grade: 17 at grade level <p>2nd-6th Grade:</p> <ul style="list-style-type: none"> ❖ Blue Summative Assessments Kindergarten: 83.3% Met Standard 1st Grade: 56.7% Met Standard 2nd Grade: 23.6% Met Standard ❖ Pink Inspect Benchmark Assessment 3rd Grade: 16.9% Met Standard 4th Grade: 12% Met Standard 5th Grade: 67.3% Met Standard 6th Grade: 14.2% Met Standard 	<p>The SSC meetings in December, March and May will be dedicated as Data Analysis meetings to determine progress. During the September/October SSC meetings, the committee will evaluate the yearly progress of San Miguel Elementary School student data.</p> <p>Weekly, monthly, quarterly, and annual program monitoring and evaluation—see action item #3 below.</p>

	<ul style="list-style-type: none">❖ CAASPP Assessment<ul style="list-style-type: none">3rd Grade: 27% Proficient/Advanced4th Grade: 37% Proficient/Advanced5th Grade: 36% Proficient/Advanced6th Grade: 17% Proficient/Advanced❖ Initial Scholastic Reading Inventory<ul style="list-style-type: none">54% of students met grade level benchmark on initial SRI test for Fall 2016 <p>After reviewing the CAASPP data from 2015-2016, the SSC and other stakeholder groups noted that at San Miguel School, in grades 3-6, the average percentage of students scoring Proficient or Advanced was 29%. Based on this information, the SSC determined that an attainable goal would be to increase the school-wide average by 3% the following school year.</p>	
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STRATEGY: During 2016-2017, the school will implement a school-wide reading intervention program to address the reading comprehension needs of struggling readers and English learners as measured by district benchmark assessments (weekly, monthly, quarterly, annually).

Action/Date	Person(s) Responsible	Task/Date	Resources Needed	Title I	LCFF
1. 2016-2017 school year Identify struggling readers and identify, screen and select a research-based reading intervention program that targets the individual literacy needs of struggling students and English learners and includes ongoing assessments of student growth.	Instructional Leadership Team Classroom Teachers Support Teachers	Collect and analyze district- and school-level summative and formative ELA and English learner data; identify students from each grade level for reading interventions and their specific literacy needs. Develop specific criteria using data analysis and matrix for identifying, selecting, implementing, monitoring, and evaluating research-based reading intervention programs that are designed to meet individual literacy needs of struggling students and English learners, measure growth, and accelerate reading comprehension.	Planning for RTI/ Data Analysis	0	2100
Action Walks (3 total done throughout Jan – May)	Principal, ILT	Conduct instructional walks at SM & conduct 2 EL/Leader in Me site visits where we can learn from other sites to improve practice at SM		0	3,000
ILC Meetings and Collaboration All Year	All staff	Independent Learning Contracts will be developed for each student who does not meet the benchmark criteria in the areas of ELA/ Math and ELD. The ILC will be shared with all stakeholders at conference time and monitored and updated three times a year.	ILC Meetings and Collaboration See Above	0	2100

<p>2. 2016-2017 school year</p> <p>Plan implementation and evaluation of the reading intervention and acceleration program.</p>	<p>Instructional Leadership Team Classroom Teachers Support Teachers</p>	<p>Use reading intervention and acceleration materials/resources; purchase supplementary instructional materials and benchmark assessments.</p> <p>Includes: -Imagine Learning -Read 180/Systems 44, Reading Counts -Classroom Libraries- Informational Texts -Media Center Texts-Informational -Leveled Readers for K,1,2 -Tier 3 Reading Interventions for students 2+ years below grade level -Arts/CCSS/Curriculum alignment and materials -Fiction and Non-Fiction Text Support -A-Z Library Online -Flocabulary -Discovery Education</p> <p>Afterschool Intervention Program-ELA Afterschool Enrichment Program-ELA/Math</p>	<p>Reading Counts (school wide)</p>	<p>0</p>	<p>800</p>
			<p>Imagine Learning</p>	<p>0</p>	<p>0</p>
			<p>Classroom Libraries</p>	<p>0</p>	<p>3000</p>
			<p>Media Center Texts</p>	<p>0</p>	<p>3000</p>
			<p>Leveled Readers for K,1,2</p>	<p>0</p>	<p>5000</p>
			<p>Sound Partners Tier 3 Reading Interventions Materials</p>	<p>0</p>	<p>0</p>

			Fast Forward Tier 3 Reading Intervention Materials (Extra licenses)	0	3000
			Read 180/S44 replacement materials ELA	0	0
			Arts/CCSS/Curriculum alignment materials/supplies	0	8000
			A-Z online library and Lexile support	0	1000
			Afterschool Intervention Program	3,500	18,500
			Discovery Education	0	1000
			Flocabulary	0	1000
			Afterschool Enrichment Program-Supporting ELA	0	7000

	Instructional Leadership Team Classroom Teachers Support Teachers	Develop reading intervention and acceleration program goals, service delivery models, and teaching and learning expectations and outcomes; review and evaluate district approved reading intervention programs and benchmark assessments. Includes programming and professional development: -Reading Counts -Fast Forward -Sound Partners -Read 180/Systems 44 -Reading Eggs -Imagine Learning -Direct Interactive Instruction -Common Core Training -Arts Integration into CCSS and Curriculum -Academic Discourse Professional Development -Growth Mindset materials and professional development	hourly paid professional development	0	1000
			-FIT Teaching: A Framework for Instruction Book Professional Learning Community	0	1000
			-Restorative Practices Literature, Materials and professional development	0	1000
		-Assessment Support in Kinder and 1 st grade through hourly assistance from Support Teachers	Assessment Support	0	3000

	Instructional Leadership Team Classroom Teachers Support Teachers	Develop a master schedule that reflects allocated time for reading interventions, including English learner support, Arts Integration in ELA -Hire 2 part-time TOSAs for Arts/CCSS/Curriculum standards alignment and integration (includes 43% benefits of FTE employees) -Backfill Positions with 43% part-time Certificated Teachers	TOSAs KS/DD 43% Backfill with Benefits	0	95,000
	Instructional Leadership Team Classroom Teachers	Schedule and provide initial training for instructional staff and schedule follow up professional development activities connecting CCSS, district adopted curriculum and Arts integration/project based learning with CoTA- 3 yr. plan	Professional Development/ Programming/ Planning		12,000
		Provide opportunities for students to experience the Arts first hand, integrating the CCSS into the district adopted curriculum.	TOSAs KS & DD 50% Backfill With Benefits (See above)	0	0
			-Arts Opportunities and Study Trips -Young Audiences -SD Youth Ballet -Playwright Project -Malashock Dance -SDAI Artist Projects	0	13000
			-Enrichment Classes: Music, Sciences, Language-Rosetta Stone, Drama, Choir, Girls on the Run	0	5000
			Guitars in the Classroom Program Professional Development	0	1000

			Bussing for Study Trips	0	3211
	Instructional Leadership Team Classroom Teachers Support Teachers Tech Department	Technology Materials and Support -Incidental and Replacements	-Additional laptops, light bulbs for projectors, rechargeable batteries, projectors, battery packs, CD players, headphones, promethean boards, printer cartridges, responders, active slates, memory sticks, printers, Portable Computer Charging Stations (COWs), promethean boards	0	13,000
		Technology Materials and Support Teacher Laptops Student Laps Promethean Boards Goal1:1, School Wide Computer Access		0	\$81,340 (Split: \$55K Tech 0794 \$26,340 to 0790)
		Technology Materials and Support	Personnel to support the technology and district adopted curriculum needed to meet CCSS standards/arts integration and 21 st Century Skills 16% Backfill With Benefits	0	8000
	ILT, Classroom Teachers, SST Chairperson Social Worker SPED Team as needed	Develop a master Student Success Team schedule that allows for student-centered meetings that include parent, teacher and student. Committee reconvenes every 6 weeks to discuss updates in student progress and next steps.	Hourly pay for subs.	600	0

	Instructional Leadership Team Classroom Teachers	Analyze effectiveness of Title 1 programs by using the "Evaluation of Title 1 Funding" template as developed by SSC and San Miguel Staff. Teachers will analyze data for progress monitoring in order to determine program effectiveness.	Teachers will be paid their contracted hourly rate for afterschool data analysis and student progress monitoring.	600	0
3. 2016-2017 school year Using the cycle of inquiry model, implement the reading intervention program and conduct ongoing evaluations to determine student and program outcomes and inform ongoing program needs.	Classroom Teachers Support Teachers	Daily: Provide additional reading intervention for below basic, far below-basic, and beginning-intermediate CELDT level students. Grades, K/1, 2/3 and 4/6 Certificated Support Teacher 3.75 hours/day Grades, K,1,2,3		35,000	0
	Classroom & Support Teachers	Daily: Provide additional reading intervention for struggling readers in all grades			35,000
		B. Salas Classified Paraprofessional, 3.5 hours/day. Read 180/S44 and 6 th Grade ELA Support	B. Salas	18,000	0
		3 additional paraprofessionals/Support Teachers for Grades 2/3 and 4/6	G. Rivas	40,000	0
	Classroom Teachers Support Teachers	Weekly: Grade-level teams will conduct collaboration meetings to analyze student performance data, analyze and set student growth targets, and create action plans based on performance outcomes.	See Goal 1a	0	0
	Instructional Leadership Team Classroom Teachers Support Teachers	Monthly: Continue cycle of inquiry with all ELA staff: monitor program implementation and analyze student data at the end of each grade marking period, Professional Learning Community opportunities	for teacher substitutes (23 teachers, 1 day at \$125 per day) \$450X20 days	0	9000

	School Site Council Instructional Leadership Team Classroom Teachers Support Teachers	Quarterly and Annually: Monitor and evaluate reading intervention program goals and objectives; determine if goals and objectives are being met. Findings will be reflected in the SSC minutes.	Provide Academic Rewards and Achievement Incentives	0	1500
4. 2016-2017 school year Home/School Connection	San Miguel School Staff Parents	Weekly Agendas and Planners will be sent home to encourage parent/teacher/student communication. Planners and agenda support keeping parents informed and updated regarding Common Core Standards Updates, Smarter Balance Testing Updates and curricular pacing and assessments. Communication Folders	Planners Title 1 Parent Involvement	2000	0
			Communication Folders	3000	0
	San Miguel School Staff Parents	Parent Education Nights Supporting Connections in Math, Science, English Language Arts and integration of the Arts in Common Core -See Also Goal 3b	Title 1 Parent Involvement -See Also Goal 3b	1500	0
	San Miguel School Staff Parents	Principals will provide site Parent Handbook at start of the year as well as newsletters/ calendar of events and weekly emails to EL parents in English/Spanish at least monthly. Parent-link phone calls will be utilized by principals to outreach EL parents.	Bilingual Principal/ Blackboard Connect/ Secretary Support	0	0
	San Miguel School Staff Parents	Provide Translations for: IEP meetings Student Success Team (SST) meetings Behavioral meetings Parent conferences Parent/Teacher Meetings Hourly translations by BIAs	District Translator	1,000 (Title I Parent Engagemt.)	0
			Total Costs for Goal 1a:	Title I 105,200	LCFF 341,551

Goal 1b: Student Achievement in Math

LEA GOAL: The percentage of students, including all subgroups, who are proficient in Mathematics will increase by 3% on the Blue Summative Inspect Assessment for grades K-2 and the CAASPP for grades 3-8.

SCHOOL GOAL: The percentage of students, including all subgroups, who are proficient in Mathematics will increase by 3% on the Blue Summative Inspect Assessment for grades K-2 and the CAASPP for grades 3-8.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<p>Inspect Data Blue 2nd-6th grade, 2015-2016 CAASPP Math Assessment Data 2015-2016</p>	<p>After reviewing the 2015-2016 CAASPP Data, the SSC and other stakeholder groups noted that the average proficient of students at San Miguel School was 29%. Based on this information, an attainable goal was set to increase the average proficiency rate by 3%.</p> <p>Kinder- 6th Grade:</p> <ul style="list-style-type: none"> ❖ Blue Summative Assessments <ul style="list-style-type: none"> Kinder: 91.7% Met Standard 1st: 81.3% Met Standard 2nd: 58.6% Met Standard ❖ Pink Inspect Benchmark Assessment <ul style="list-style-type: none"> 3rd: 14.1% Met Standard 4th: 26% Met Standard 5th: 3.7% Met Standard 6th: 3% Met Standard <p>3rd-6th Grade:</p> <ul style="list-style-type: none"> ❖ CAASPP Math Assessment <ul style="list-style-type: none"> 3rd: 27% Met Standard 4th: 37% Met Standard 5th: 17% Met Standard 6th: 17% Met Standard 	<p>Weekly, monthly, quarterly, and annual program monitoring and evaluation—see action item #3 below.</p>

STRATEGY: During 2016-2017, the school will implement a school-wide math program to address the mathematical reasoning and computational needs of struggling mathematicians and English learners as measured by district benchmark assessments (weekly, monthly, quarterly, annually).

Action/Date	Person(s) Responsible	Task/Date	Resources Needed	Title I	LCFF
<p>1. 2016-2017 school year</p> <p>Identify struggling mathematicians and identify, screen and select a research-based reading intervention program that targets the individual literacy needs of struggling students and English learners and includes ongoing assessments of student growth.</p>	<p>Instructional Leadership Team Classroom Teachers Support Teachers</p>	<p>Collect and analyze district- and school-level summative and formative math and English Learner data; identify students from each grade level for math interventions and their specific mathematical reasoning and computational needs.</p> <p>Develop specific criteria for identifying, selecting, implementing, monitoring, and evaluating research-based math programs that are designed to meet individual mathematical needs of struggling students and English learners, measure growth, and accelerate math competencies.</p>	<p>Funded in Goal 1a</p>	<p>0</p>	<p>0</p>
<p>2. 2015-2016 school year</p> <p>Plan implementation and evaluation of the reading intervention program.</p>	<p>Instructional Leadership Team Classroom Teachers Support Teachers</p>	<p>Use math materials and resources; purchase supplementary instructional materials and benchmark assessments. Includes: Math Seeds \$1,750 (270 student licenses) Connecting Math Concepts (CMC) Tier 3 Math Interventions- Math 180/ Compass Learning</p>	<p>Materials and licenses</p>	<p>0</p>	<p>3,750</p>
	<p>Instructional Leadership Team Classroom Teachers Support Teachers</p>	<p>Develop math intervention program goals, service delivery models, and teaching and learning expectations and outcomes; review and evaluate district approved math intervention programs and benchmark assessments. Professional development during staff meetings.</p>	<p>Afterschool Intervention Program- Partial Funding</p> <p>LCFF funding from Goal 1</p>	<p>0</p>	<p>15,000</p>

	Instructional Leadership Team Classroom Teachers Support Teachers	Develop a master schedule that reflects allocated time for math interventions, including English learner support.	Funded in Goal 1a	0	0
		Afterschool Intervention Program-Math		5,295	12,795
	Instructional Leadership Team Classroom Teachers	Schedule and provide initial training for instructional staff and schedule follow up professional development activities.	Funded in Goal 1a	0	0
	Instructional Leadership Team Classroom Teachers Support Teachers Tech Department	Technology Support for Intervention Materials Additional laptops, light bulbs for projectors, rechargeable batteries, projectors, CD Players	Funded in Goal 1a	0	0
	Instructional Leadership Team Classroom Teachers SST Chair Person Social Worker SPED Team as needed	Develop a master Student Success Team schedule that allows for student-centered meetings that include parent, teacher and parent. Committee reconvenes every 6 weeks to discuss updates in student progress and next steps.	Funded in Goal 1a	0	0
	SPED Teacher Speech Therapist Psychologist Occupational Therapist Gen. Ed Teacher	Develop a master Special Education IEP schedule that allows for student-centered meetings that include parent, teacher and parent. Committee convenes as needed to meet student IEP needs and update goals.	Funded in Goal 1a	0	0

<p>3. 2016-2017 school year</p> <p>Using the cycle of inquiry model, implement the reading intervention program and conduct ongoing evaluations to determine student and program outcomes and inform ongoing program needs.</p>	<p>Classroom Teachers Support Teachers</p>	<p>Daily: Provide additional math intervention for below basic, far below basic, and beginning/intermediate CELDT level students. Grades, K/1, 2/3 and 4/6</p>	<p>Funded in Goal 1a</p>	<p>0</p>	<p>0</p>
	<p>Classroom Teachers Support Teachers</p>	<p>Weekly: Grade-level teams will conduct weekly collaboration meetings to analyze student performance data, analyze and set student growth targets, and create action plans based on performance outcomes.</p>	<p>Funded in Goal 1a</p>	<p>0</p>	<p>0</p>
	<p>Instructional Leadership Team Classroom Teachers Support Teachers</p>	<p>Monthly: Continue cycle of inquiry with all ELA staff: monitor program implementation and analyze student data at the end of each grade marking period.</p>	<p>Funded in Goal 1a</p>	<p>0</p>	<p>0</p>
	<p>SSC, ILT, Teachers & Support Teachers</p>	<p>Quarterly and Annually: Monitor and evaluate reading intervention program goals and objectives; determine if goals and objectives are being met. Findings will be reflected in the SSC minutes.</p>	<p>Funded in Goal 1a</p>	<p>0</p>	<p>0</p>
			<p>Total Costs for Goal 1b:</p>	<p>Title 1 5,295</p>	<p>LCFF 31,545</p>

Goal 1c: English Learner Achievement

LEA GOAL: The percentage of English Learners who are proficient on the CEDLT will increase by 2% and the percentage of English Learners being reclassified will increase by 2%.

SCHOOL GOAL: During the 2016-2017 school year, San Miguel will attain at least 2 out of 3 of the following goals:

EL students in grades K-6 will increase proficiency in ELA/Math as measured by the Year End Inspect/CAASPP Assessments by 2%.
 The percentage of English Learners who are proficient on the CELDT will increase by 2%.
 An increase of 2% of EL students will be re-designated.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<p>Inspect Data Blue k-2nd grade, 2015-2016 CAASPP Data 3rd-6th Grade, 2015-2016 CELDT results (subgroup specific) Reclassification Data 2015-2016</p>	<p>School-wide achievement in reading comprehension has improved slightly over the past three years; however, achievement for the English learner subgroup in reading comprehension has remained consistently low, particularly for students at the CELDT intermediate and early advanced levels, based on analysis of district Blue Assessment, CAASPP and CELDT results.</p> <p>2015-2016 CELDT:</p> <ul style="list-style-type: none"> • 54% of Students tested were Proficient <p>2015-2016 Redesignation Percentage: 11 of 166 EL students = 6.6%</p> <p>Inspect Blue Assessment Data ELA EL Subgroup</p> <p>Kinder:83.3% Met Standard 1st: 56.7% Met Standard 2nd: 23.6% Met Standard</p> <p>CAASPP Data ELA EL Subgroup</p> <p>3rd: 10% Met Standard 4th: 16% Met Standard 5th:15% Met Standard 6th: 0% Met Standard</p>	<p>Weekly, monthly, quarterly, and annual program monitoring and evaluation—see action item #3 below.</p>

STRATEGY: During 2015-2016, the school will implement a school-wide English Language Development (ELD) program to address the language acquisition proficiencies of students who’s native language is something other than English. Data from the CELDT, California Treasures, California Triumphs, California

Wonders, Envision, Reading Counts, and Imagine Learning will be analyzed by grade level teams and San Miguel Community stakeholders. Adjustments to ELD strategies will be made weekly, monthly, quarterly, annually, as needed.

Action/Date	Person(s) Responsible	Task/Date	Resources Needed	Title I	LCFF
1. 2016-2017 school year Identify English Language Learners and identify, screen and select a research-based reading intervention program, that include Bilingual Instructional Assistants, that targets the individual English Language Development needs of English Learners and includes ongoing assessments of student growth.	Instructional Leadership Team Classroom Teachers Support Teachers	Collect and analyze district- and school-level summative and formative math and English learner data; identify students from each grade level for reading interventions and their specific mathematical reasoning and computational needs. Develop specific criteria for identifying, selecting, implementing, monitoring, and evaluating research-based math programs that are designed to meet individual mathematical needs of struggling students and English learners, measure growth, and accelerate math comprehension.	Funded in Goal 1a	0	0
2. 2016-2017 school year Plan implementation and evaluation of the reading intervention program.	Instructional Leadership Team Classroom Teachers Support Teachers	Use English Language Development strategies and resources. Purchase supplementary instructional materials, benchmark assessments. Include: Reading Counts Supplemental ELA and Math resources/Art integration supplies to support ELD program Imagine Learning	Funded in Goal 1a	0	0
		Identify additional ELD support materials for newcomers and professional development.	Newcomers ELD Curriculum	10,000	0
		Purchase additional books that are vocabulary rich and appropriate for newcomers.	Funded in Goal 1a	0	0
		Include: Technology to support ELD programs and student agendas	Funded in Goal 1a	0	0

	Instructional Leadership Team Classroom Teachers Support Teachers	<p>Develop ELD intervention program goals, service delivery models, and teaching and learning expectations and outcomes; review and evaluate district approved ELD intervention programs and benchmark assessments.</p> <p>Provide additional ELD support professional development for support teachers/ teachers and BIAs that teach newcomers.</p> <p>Professional development during staff meetings to include: -Reading Counts -Rosetta Stone -ELA and Math ELD curriculum to support ELD programs -Imagine Learning -Illuminate -CoTA- Arts Integration and CCSS standards alignment New Report Cards in Illuminate</p>	Funded in Goal 1a	0	0
	Instructional Leadership Team Classroom Teachers Support Teachers	Develop a master schedule that reflects allocated time for ELD interventions. Includes in-school and after school intervention -5 days a week for 1.5 hours, at each grade level	Funded in Goal 1a	0	0
	Instructional Leadership Team Classroom Teachers	Schedule and provide initial training for instructional staff and schedule follow up professional development activities.	Funded in Goal 1a	0	0
	Instructional Leadership Team Classroom Teachers Support Teachers Tech Department	<p>Technology Support for Intervention Materials Additional laptops, light bulbs for projectors, rechargeable batteries, projectors, CD Players</p> <p>Projector Installation for Art Studio with installation</p>	Funded in Goal 1a	0	0

	Instructional Leadership Team Classroom Teachers SST Chair Person Social Worker SPED Team as needed	Develop a master Student Success Team schedule that allows for student centered meetings that include parent, teacher and parent. Committee reconvenes every 6 weeks to discuss updates in student progress and next steps.	Funded in Goal 1a	0	0
	SPED Teacher Speech Therapist Psychologist Occupational Therapist Gen. Ed Teacher	Develop a master Special Education IEP schedule that allows for student centered meetings that include parent, teacher and parent. Committee convenes as needed to meet student IEP needs and update goals.	Funded in Goal 1a	0	0
3. 2016-2017 school year Using the cycle of inquiry model, implement the reading intervention program and conduct ongoing evaluations to determine student and program outcomes and inform ongoing program needs.	Classroom Teachers Support Teachers	Daily: Provide additional ELD instruction and reading intervention for below basic, far below basic, NEWCOMERS beginning/intermediate CELDT level students. Also ELD support for students identified as LTEL or At Risk of being Long Term English Learners Grades, K/1, 2/3 and 4/6 3 Bilingual Instructional Assistants Teresa Aguilar August 11 th - June 10 th 3.75 hours/day Armida Meza August 11 th - June 10 th 3.75 hours/day Ahmed Mohamed August 11 th -June 10 th 3.50 hours/day Provide Translations for all IEP meetings, Student Success team meetings, Behavioral Meetings, parent conferences	BIA salaries Compensation for extra hours for translations	51,000	0
Focus Intervention for LTELs	Teachers/BIAs	Provide additional support for Long-Term English Learners in 4 th , 5 th , and 6 th -After school, -pullout – Sat Academy	BIA salaries Sat School Teacher rates		5,000

Staff Professional Development	Teachers/BIA's	Staff shares best EL Practices Principal to share GLAD/SDAIE strategies Attend local, regional EL Conferences	Registration to attend conferences PD materials		2,000
	Classroom Teachers Support Teachers	Weekly: Grade-level teams will conduct weekly collaboration meetings to analyze student performance data, analyze and set student growth targets, and create action plans based on performance outcomes.	Funded in Goal 1a	0	0
	Instructional Leadership Team Classroom Teachers Support Teachers	Monthly: Continue cycle of inquiry with all ELA/math and Bilingual Assistants staff: Monitor program implementation and analyze student data at the end of each grade marking period.	Funded in Goal 1a	0	0
	School Site Council Instructional Leadership Team Classroom Teachers Support Teachers	Quarterly and Annually: Monitor and evaluate reading intervention program goals and objectives; determine if goals and objectives are being met. Findings will be reflected in the SSC minutes.	Funded in Goal 1a	0	0
EL Coaching	District EL Coach	Weekly: EL District Coach supports 4 th grade team in planning & carrying out Designated ELD time	Funded by district	0	0
			Total Costs for Goal 1c:	Title I \$61,000	LCFF \$7,000

Goal 2 Note: The district Local Control and Accountability Plan Goal 2, Safety, is base grant funded and does not include any federal funds or Supplemental Concentration Grant funds. In order to maintain alignment with that plan, this Single Plan for Student Achievement does not contain a Goal 2.

Goal 3a: Student Engagement/Safety

LEA GOAL: The district will maintain a minimum attendance rate of 95%, decrease the suspension rate by 0.5%, and show a 5% improvement in the Violence and Safety: Perceived Safety section of the CA Healthy Kids Survey.

SCHOOL GOAL:

School suspension rate will decrease by 0.5%
 Student ratings of school safety will improve by 5%
 Minimum Attendance Rate will remain above 95.0%

<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> ▪ California Healthy Kids Survey ▪ San Miguel Power School Data ▪ Teacher Surveys ▪ BEST Team Survey 	<p>What were the findings from the analysis of this data? In 2015-2016, San Miguel had:</p> <ul style="list-style-type: none"> ▪ 25 suspensions ▪ 95.7% Attendance Rate ▪ 54% of students responding that they have a “Relationship with a Caring Adult” at school (CHKS 2016) ▪ 6% of students responding that they have “Opportunities for Meaningful Participation” % (CHKS 2016) ▪ 74% of students responding that they feel safe at school (CHKS 2016) 	<p>How will the school evaluate the progress of this goal?</p> <ul style="list-style-type: none"> ▪ This school goal will be evaluated on an annual basis as part of the SPSA evaluation process
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STRATEGIES:

- 1) San Miguel Elementary School will use an inquiry-based approach to identify major student safety issues, review current practices, and identify potential strategies or interventions to increase student safety.
- 2) San Miguel Elementary will continue to implement BEST strategies and the Peace Builder program, incorporating Restorative Practices
- 3) Leadership Transition Team created to facilitate transition of Principal to address staff #1 concern: school-wide behavior. School to look into Leader in Me

Action/Date	Person(s) Responsible	Task/Date	Resources Needed	Title I	LCFF
<p>Leadership Transition Team will act as a school safety and behavior planning committee.</p> <p>All findings and plans will be shared with San Miguel Community Stakeholders.</p>	<p>School Site Council Instructional Leadership Team BEST Team Classroom Teachers Support Teachers</p>	<ul style="list-style-type: none"> ▪ October 2015: SSC, Behavior Team, Staff, and Safety Committee meet to identify major safety issues and review current practices ▪ November 2015: SSC, BEST Behavior Team, Staff, and Safety Committee meets to identify potential strategies and make recommendations to site leadership ▪ December 2015: SSC, BEST Behavior Team, Staff, and Safety Committee presents to stakeholders and makes revisions, if necessary ▪ January, March and June 2016, review data 	<p>SMALSI – Inventory Test Grading System</p>	<p>0</p>	<p>350</p>
<p>Plan Monthly Behavior Focus and Lessons based on BEST practices, Peace Builders, Second Step, Time to Teach, Restorative practices and lessons. Cafeteria and Playground Assistants (CPA) Training and collaboration.</p>	<p>School Site Council Instructional Leadership Team BEST Team Classroom Teachers Support Teachers</p>	<p>Supplemental curriculum and rewards to support BEST practices, Peace Builders, Second Step, Time to Teach lessons and curriculum, Restorative Practices Curriculum</p> <p>Provide Leadership Opportunities for students:</p> <ul style="list-style-type: none"> -Peace Patrol Materials -Garden Materials, Planning and Professional Development -Safety Patrol Materials and Supplies -Restorative Circles Materials -Monthly CPA Meetings 	<ul style="list-style-type: none"> -Timers -Beach Balls -CPA compensation for professional development and monthly meetings. 	<p>0</p>	<p>2000</p>

Plan Monthly Behavior Focus and Lessons based on BEST practices, Peace Builders, Second Step, Time to Teach lessons and curriculum. CPA Training and collaboration	School Site Council Instructional Leadership Team BEST Team Classroom Teachers Support Teachers	Supplemental curriculum and rewards to support BEST practices, Peace Builders, Second Step, Time to Teach lessons and curriculum.	Materials	0	0
		Provide leadership opportunities for students Teach recognition for peacebuilder behavior	Peace Patrol Materials	0	500
		Provide leadership opportunities for students Teach responsibility, community gardening, problem solving and sustainability	Garden Materials, Planning and Professional Development	0	500
		Provide leadership opportunities for students Teach problem solving, traffic safety	Safety Patrol Materials and Supplies	0	250
	School Site Council Instructional Leadership Team Social Worker and Social Worker Intern BEST Team Classroom Teachers Support Teachers	Professional Development/ Release Days for Observations for teachers -CPA Meetings and Collaboration -PAC meeting attendance with Classified staff -Monthly meetings with Foster Youth Students with Social Worker -Structured Recess Collaboration Time – Playground Partners and Alternative Recesses	Funded in Goal 1a	0	0
Plan and implement monthly attendance audits.	School Site Council Social Worker BEST Team Classroom Teachers	-Run monthly attendance reports -Recognize 100% attendance numbers at ACE assemblies and give awards for 100% attendance at the end of the school year. -Promote classroom competitions for best attendance, trophies, prizes, labels for Free dress passes -Send home excessive absences- attendance and truancy letters.	Awards Printer Postage Labels Trophies	0	2000

		-Hold attendance conferences with parents/students of students with excessive absences or truanancies.	Substitute Teachers for classroom coverage for attendance meetings	0	600
		-Rewards students and classes for improved attendance, perfect attendance, and students with attendance contracts.	Awards	0	500
Increase Campus Safety	School Site Council Social Worker BEST Team Classroom Teachers	<ul style="list-style-type: none"> ▪ Hire a Campus Safety Assistant to facilitate collaboration with existing Cafeteria and Playground Assistants (CPAs), monitor students behaviors, assist in conflict resolution, promote leadership amongst students 	Salary: 12000 Martinez	0	17,000
		<ul style="list-style-type: none"> ▪ Hire Social Worker an extra 2 days to facilitate programs, social/emotional groups, attend SST and Behavioral Support Meetings, facilitate conflict resolution, teach Second Step Lessons, attendance audits, set up and offer community resources for families 		0	35,000
		<ul style="list-style-type: none"> ▪ Lighting on stage needs upgrading to provide engaging atmosphere target group students and safety of performances 	Equipment	0	1000
Increase Physical Activity		<ul style="list-style-type: none"> ▪ Plan and Implement Structured Recess ▪ Hire Additional Paraprofessional to assist in PE rotations and small groups 	Collaboration and Planning CPAs Salary: 5500	0	5500
		<ul style="list-style-type: none"> ▪ PE and Recess Equipment 	-SPARK PE and Recess Equipment -Soccer Goals	0	2000

		<ul style="list-style-type: none"> Playground Partners Structured Recess Equipment (Pinnies, whistles) training time 	Tracker	0	1000
SSC Discretionary - per site needs throughout remainder of the year	School Site Council	As needs arise through the year, SSC will allocate funding for student engagement and update SPSA	To Be Determined	546	17,432
			Total Costs for Goal 3a:	546	LCFF \$85,632

Program Improvement	Tutors Support Teachers	Allocate resources to improve student achievement	Tutoring Class intervention	\$32,000	0
			Total Costs for Goal 3a:	\$32,000	\$0

Goal 3b: Parent Engagement

LEA GOAL: There will be a 5% improvement in the 3 areas identified in the areas prioritized in the 2015-16 California School Parent Survey and the California School Climate Survey, Parent attendance at school events will increase to 1.16 x student population.

SCHOOL GOAL:

Parent attendance at school events will increase to 1.16 x student population.

<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> ▪ School Attendance Audits ▪ Parent Rosters 	<p>What were the findings from the analysis of this data?</p> <ul style="list-style-type: none"> • Parent Conference Average: 53% • 63% of all students attended conferences • Back to School Night: 200 parents • ELAC Meetings: 10 parents per meeting • PTA: 4 parents per meeting 	<p>How will the school evaluate the progress of this goal?</p> <ul style="list-style-type: none"> ▪ Reviewing parental attendance audits of various committees on campus
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STRATEGIES:

The school will provide monthly opportunities for parent involvements and implement monthly attendance audits for parent participation. Records of All-Calls, parent notifications and sign-in sheets will be gathered and documented. Brainstorming meetings will be held to illicit parent opinion and ideas to involve more parents. Action plans will be put into place after the 1st trimester to ensure transparency and communication with parents.

Action/Date	Person(s) Responsible	Task/Date	Resources Needed	Title I	LCFF
Print and review monthly attendance audit-	Social Worker, TOSA, Health Clerk, Principal, Teachers	Attendance Audits: Monthly <ul style="list-style-type: none"> ○ ELAC ○ PTA Events ○ Parent Conferences ○ Back to School Night ○ CoTA ○ Family Lunches ○ Coffee w/Principal 	Sign-in sheets	350 Parent engagement	0

Healthy Kids Survey Analysis	Social Worker, TOSA, Health Clerk, Principal, Teachers	-Analyze Healthy Kids Survey -Analyze Parental Involvement -Connecting with Students/Parents	Healthy Kids Survey Analysis Results	0	0
Brainstorming meetings at Parent Meetings to gather more parents, encourage attendance.	Social Worker, TOSA, Health Clerk, Principal, Teachers	Take information from parent meetings and create a plan of action for parent involvement. Got 5? Parent Volunteer Program Parent Meetings for Consideration: <ul style="list-style-type: none"> o ELAC o PTA Events o Parent Conferences o Back to School Night o CoTA o Family Lunches o Family Arts Nights o Family Math Nights o Family Science Nights o Family Literacy Nights 	Materials Markers Copies Prizes Raffle Tickets Programing Charges	6000	0
Provide Parent Classes in the area of the CoTA Arts, homework, ELAC, PTA, SSC		Provide Brainstorming meeting -Take information and plan 10-week parent meetings with arts as focus. Partner with CoTA and Mission Federal.	Materials Markers Copies Prizes Raffle Tickets Coffee/Light Snack	3,000	0
			Total Costs for Goal 3b:	Title 1 \$9,350	LCFF \$0

Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application

<p style="text-align: center;">Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)</p>	<p style="text-align: center;">Start Date Completion Date</p>	<p style="text-align: center;">Proposed Expenditures</p>	<p style="text-align: center;">Estimated Cost</p>	<p style="text-align: center;">Funding Source (itemize for each source)</p>
<p><u>Professional Development:</u> The Assistant Superintendent of Educational Services will plan, coordinate and provide professional development related to district provided programs and interventions, including implementation of the new ELD standards.</p> <p><u>Parent Engagement</u> The parent community liaison will plan training, programs and supports for parents.</p> <p><u>Improving Teacher Quality</u> The Educational Services Coordinator will recruit, train, and support teachers in improving practice, and plan, coordinate and provide professional development. The ELD Instructional Coach and the Math Instructional coach will support the improvement of teacher practice.</p> <p><u>Interventions/Supplemental Programs:</u> Imagine Learning, Sound Partners, Fast ForWord, Lucy Calkins, St Math, Study Sync, Academic Intervention Support Assistants, Academic Intervention Technology Support Specialist, TOSA, Program Secretary, Early Childhood Reading Specialist, Student Services, and associated professional development.</p>		<p>Salaries, professional development fees, materials and logistical costs</p> <p>Salary</p> <p>Salaries, professional development fees, materials and logistical costs</p> <p>Licenses, salaries, instructional materials, professional development fees, materials and logistical costs</p>	<p>\$131,856 \$55,633 \$105,552 \$92,607 \$97,532 \$6,376 \$107,095 \$1,031,045</p>	<p>Title I, Part A Title I, Part A Title II, Part A Title III, LEP LCFF Title III, Part A Immigrant Title III, Part A LEP LCFF</p>

Form C: Programs Included in this Plan

The School Site Council intends for this school to participate in the following programs: (Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education Purpose: Assist expectant and parenting students to succeed in school	
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program	
<input type="checkbox"/> Economic Impact Aid/English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners	
<input type="checkbox"/> Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring	
<input type="checkbox"/> Professional Development Block Grant Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	
<input type="checkbox"/> Pupil Retention Block Grant Purpose: Prevent students from dropping out of school	
<input type="checkbox"/> Quality Education Investment Act Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	
<input type="checkbox"/> School and Library Improvement Program Block Grant Purpose: Improve library and other school programs	
<input type="checkbox"/> School Safety and Violence Prevention Act Purpose: Increase school safety	
<input type="checkbox"/> Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	
<input checked="" type="checkbox"/> List and Describe Other State or Local Funds (e.g., Gifted and Talented Education) LCFF Supplemental and Concentration Grant	LCFF \$465,728
Total amount of state categorical funds allocated to this school	\$465,728.

Federal Programs under the Elementary Secondary Education Act	Allocation
<input type="checkbox"/> Title I, Part A: Neglected Purpose: Supplement instruction for abandoned, abused, or neglected children who have been placed in an institution	
<input type="checkbox"/> Title I, Part D: Delinquent Purpose: Supplement instruction for delinquent youth	
<input checked="" type="checkbox"/> Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	Title 1 \$179,115 Parent Engagement \$2,276
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	
<input checked="" type="checkbox"/> Title I, Part A: Program Improvement Purpose: Assist Title I schools that have failed to meet ESEA Adequate Yearly Progress targets for one or more identified student groups	\$32,006
<input type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting Purpose: Improve and increase the number of highly qualified teachers and principals	
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology Purpose: Support professional development and the use of technology	
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	
<input type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities Purpose: Support learning environments that promote academic achievement (NO LONGER FUNDED BEGINNING WITH THE 2010-11 SCHOOL YEAR)	
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible local educational agencies	
Total amount of federal categorical funds allocated to this school	\$213,397
Total amount of state and federal categorical funds allocated to this school	\$679,125

Form D: School Site Council Membership

California Education Code Section 64001(g) requires that the Single Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the ConApp, by the school site council (SSC). The current make-up of the SSC is as follows:¹

Names of Members	Administration	Classroom Teacher	Other School Staff	Parent or Community Member	SSC Alternative
Norma Sandoval (Principal)	X				
Shelley Honig		X			
Mary Gallardo		X			
Tonya Harvell			X		
Edna Murrillo (Social Worker)					X
Yanira Nunez				X	
Diana Jimenez				X	
Jennifer Joseph				X	
Victoria Vega				X	
Ariesa Dunham				X	
Numbers of members in each category	1	2	1	5	1

¹ At elementary schools, the SSC must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools, there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Form E: Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

X English Learner Advisory Committee Yanira Nunez Signature _____

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on:

Attested:

Norma Sandoval
Typed name of School Principal

Signature of School Principal

Date

Edna Murillo
Typed name of SSC Chairperson

Signature of SSC Chairperson

Date

Appendix A: Program Evaluation

San Miguel Elementary

Annual Evaluation of Title 1/LCFF Funding Programs and Activities

<p>Plan Component : Social Worker Increased time at San Miguel by 2 days/week.</p>		
<p>Goal: Increase student and family school connectedness as evident through student school attendance use of school resources.</p>	<p>Desired Outcome: *Student attendance will increase by .25% *Increase student Social Emotional services by <u>.25%</u></p>	<p>Results: Attendance decreased by .15%(from 95.26% to 95.11%) -Two attendance flyer was sent home school wide in September. -Truancy letters were sent out twice (103 students) -Excessive Absence/Tardy letters were sent out twice a year. -Attendance was reviewed during SST meetings with parents. - Monthly class competitions -Monthly individual Perfect Attendance rewards - Perfect Attendance Medallion and Assembly ShirleyWeber Challenge reminders Increase student Social-Emotional services improved by : Food for kids: 15% (89 students) Good 360 supports: 14% (38 Students) Individual Support: 512 Students Group Support: 123 students Parent Contacts: 301</p>

		Teacher support: 108 Child Welfare Reports/Supports: 8% (47 Students) Foster Care Community Meetings: 4 Foster Student check-ins 1.5% (8 students) Clothing Supports: 27% (151 students) Holiday support 15% (85 students) Food Support 10% (55 students) Counseling Referrals: 3% (20 students)
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Social Worker: Edna Murillo

Beginning Date: Aug 2016 **Ending Date:** June 2017

Grade Level: K-6thgrade

Implementation Activities:

- Strengthening staff/student relationships with Tier I students
- Peace Patrol 4-6th grade
- Attend Restorative Practices 2 day workshop and implement Restorative Practices 20% of the time.
- Introduced and followed up with staff and students with Compassionate Learning Communities Workshop to staff.
- Participation in SST, Behavior Support Meetings and 504 meetings.
- Classroom support and Crisis Management
- Individual counseling services
- Supported and Trained Social Worker Intern to work with students, families and small groups
- Connect community resources available for students & families:
- Food 4 Kids Backpack Program
- Good 360 house goods support (blankets, sheets, pillows, small house hold items)
- Assistance League of San Diego: Uniforms and Shoe support
- Shoe gift certificates
- Neighborhood food resources
- School supplies resources for students by Journey Church
- Foster family support quarterly meetings
- Foster students monthly meetings
- Holiday meals for the November & December holidays.
- Gifts for the December holidays: Stephen Hawkins Charter
- Jacket distribution for foster, homeless, and low-income families
- Counseling referrals to East County Outpatient Program/Wellness Center

Attendance support:

- Quarterly attendance letters
- Quarterly informational attendance flyers
- Individual monthly attendance recognition
- Monthly attendance grade level competitions
- Attendance challenge working towards individual end of year attendance medallions
- School wide attendance challenge
- School staff/Parent meetings to review attendance and discuss school attendance barriers.
- Individual phone calls to review attendance and discuss school attendance barriers

<p>Activities that worked well for us:</p>	<p>Activities we would like to continue, with minimal modifications:</p>
<ol style="list-style-type: none"> 1. Strengthening staff/student relationships with Tier I students 2. Peace Patrol 4th-6th grade 3. Individual counseling services 4. Community resources available for students and their families: <ul style="list-style-type: none"> • Assistance League of San Diego: Uniforms and Shoe support • Shoe gift certificates • Neighborhood food resources • School supplies resources for students by Journey Church • Foster family support quarterly meetings • Foster students monthly meetings • Holiday meals for the November and December holiday. • Gifts for the December holidays: Stephen Hawkins Charter • Jacket distribution for foster, homeless, and low income families. 5. Attendance support: <ul style="list-style-type: none"> • Quarterly attendance letters • Quarterly informational attendance flyers • Attendance challenge working towards earning individual end of year attendance medallions attendance barriers. 	<ul style="list-style-type: none"> • Food 4 Kids Backpack Program • Counseling referrals to East County Outpatient Program • Individual monthly attendance recognition • Monthly attendance grade level competitions
<p>Activities we would like to continue, with major modifications:</p>	<p>Activities we will eliminate:</p>
<ul style="list-style-type: none"> • School wide attendance challenge • School staff/Parent meetings to review attendance and discuss school attendance barriers. • Individual phone calls to review attendance and discuss school 	<ul style="list-style-type: none"> • Good 360 house goods support (blankets, sheets, pillows, small house hold items) • Supported and Trained Social Worker Intern to work with students, families and small groups

Plan Component :

San Miguel ART TOSA - Kim Sowvlen & Dan Decker

Goal:

1. Engage students in meaningful evaluation of content in the core areas of ELA, Math, Social Studies and Science standards through the arts.
2. Increase attendance and participation in arts programs: painting, drawing, dance, script writing, music listening, and instrumental instruction.
3. Provide a trained arts teachers to collaborate with classroom teachers and work with students grades K-6 and SPED to develop connections to core curriculum and the arts.
4. Instruct teachers through GITC how to use ukulele and guitar in the classroom to enhance student learning and retention of content in the classroom grades K- 6.

Desired Outcome:

- *All students will engage in Music Listening daily K-6 to evaluate music styles and develop active listening skills.
- *Students and teachers will use Arts Attack to develop concepts of Color, Line, Texture, Shape, Dimension.
- *Increased attendance with fewer early departures to stay engaged in learning through arts programs.
- *EL engagement in lessons regardless of language skill levels.
- * Teach students the language of music -how to read notes on a staff and learn to play Boomwhackers, Soprano Recorders or Ukelele.
- *Develop a concept of rhythm and movement through Call and Response songs tied to world cultures and rhythm exercises.
- *Coordinate outside arts programs - COTA, Canvas to Page to Stage, Young Audiences, Malashock Dance, Art Core/SDMA, Playwriting/Cignet Theater, San Diego Ballet Company, Guitar Club and Guitars in the Classroom.

Results:

1. Every classroom received lessons ranging from 20 minutes to 45 minutes in length from October 2014 through June 2015.
2. All subgroups engaged in classroom arts instruction, undesirable behaviors reduced as students engaged with the curriculum taught in classes.
3. Overall attendance increased as students did not want to miss out on arts instruction, performances or displays of their work at school.
4. Pride in the process of creating an art production was evident in programs such as Ballet and the Third Grade Play.
5. All grades 1-6 learned to read a basic Treble scale on a music staff and could play anchor songs on a ukulele or recorder by June 2015
6. 9 Teachers trained by GITC to use guitars/ukulele in their classroom
7. 3 Year partnership with COTA to work with teacher and artists to develop units of instruction that wove math, ELA, Science or Social Studies concepts into artistic expressions.
8. K/1st Grade Malashock Math/ Dance solidified math concepts in both grade level through rhythmic movement

- 9. Young Audiences K, 1, 3, 5, 6 developed science and math through theater, music, dance and art.
- 10. Art Core – week-long instruction for grades 3-6. Museum exposure and focus on art style and instruction appropriate to math or history in each grade level.
- 11. Professional Growth-training for staff with COTA.

Teachers: Kim Sowvlen & Dan Decker
Beginning Date: October 2014 **Ending Date:** June 2017
Grade Level: K-6 including SPED

Implementation Activities:

- 3-4 week sessions on a concept, lessons twice a week in A/B rotations with TOSA
- Students in grades K-6 engaged in art instruction through art and music.
- Staff Professional Growth opportunities with COTA to train teachers on unique artistic expressions of storytelling, math concepts, historical and scientific concepts through the arts.
- 2nd Grade (ballet) and 3rd Grade (Theater) trained and performed for large scale audiences in their art form.
- K-6 students all had one or more opportunities to showcase their art for students/peers and their families.

Activities that worked well for us:

1. Regular TOSA Lessons
2. Coordination of outside programs and scheduling.
3. San Diego Museum of Art and Art Core - week long institutes for all students in grades 3-6.
4. COTA Partnerships and Training
5. Collaboration with TOSA Teachers and Administration to bring enrichment and engaging arts instruction to classrooms.
6. Partnerships with Young Audiences, SDMA, Malashock, San Diego Ballet, Cignet Theater, Guitar

Activities we would like to continue, with minimal modifications:

1. Weekly TOSA Lessons, 2 TOSA Teachers with 11 classes each using Arts Attack, Rhythm and Music instruction to provide multiple options to demonstrate knowledge in core subject areas through the arts.
2. Partnership with COTA to provide professional growth for teachers and cutting edge instruction for students – add a parent component this year with support from ELAC and PTA parent groups.
3. Partnerships with outside arts programs to bring dance, art, theater, music and art appreciation to our school.
4. Increase the number of teachers trained by GITC to use guitars/ukulele in classrooms.

Activities we would like to continue, with minimal modifications:

1. Weekly TOSA instruction regular lessons scheduled each week 40 minute sessions in 22 classrooms. Include a pre/post assessment of art and music knowledge and abilities.

Activities we will eliminate

1. Weekly TOSA Lessons, 2 TOSA Teachers with 11 classes each using Arts Attack, Rhythm and Music instruction to provide multiple options to demonstrate knowledge in core subject areas through the arts.
2. Partnership with COTA to provide professional growth for teachers and cutting edge instruction for students - add a parent component this year with support from ELAC and PTA parent groups.
3. Partnerships with outside arts programs to bring dance, art, theater, music and art appreciation to our school.